

# Max Online Lesson

## ハイレベル構文

<Unit 24>

too ~ to do、~enough to do



**Max Classroom.net**

# STEP 1

<英文解釈>

文の中でターゲット構文をつかむ

# 問題01

At the same time, older regional varieties which had previously received little attention outside their own country of origin, such as the English of the Caribbean, South Africa, or India, have come into international public prominence, especially through the medium of creative literature. Their stories are important, too, for they are stories of emerging identity — far too important nowadays to be briefly summarized in a single chapter on ‘New Englishes’. They should be a significant presence in any book on the history of English.

< 出典 > 2019年 群馬大学 前期

# 問題01

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## 【MAX模範解答】

それらの話も、（単に多様な英語が生まれたという話ではなく）アイデンティティが出現したという話であるので、とても重要である。今日、「新しい英語」という1つの章で簡単に要約できないほどあまりにも重要な問題である。それらは、英語史のあらゆる書物において重要な存在とされるべきだ。

# READING TIME

動画を止めて、まずは黙読を1回、次に音読を1回しましょう。

**At the same time, older regional varieties which had previously received little attention outside their own country of origin, such as the English of the Caribbean, South Africa, or India, have come into international public prominence, especially through the medium of creative literature. Their stories are important, too, for they are stories of emerging identity — far too important nowadays to be briefly summarized in a single chapter on ‘New Englishes’. They should be a significant presence in any book on the history of English.**

## 問題02

Will Problem-Based Learning(PBL) be as effective a learning tool when students, such as undergraduates, have less shared background knowledge that they can draw on to solve problems? Without the depth provided by the long-established courses of study in traditional majors, isn't it possible that interdisciplinary studies students will be too inexperienced to make deep connections and original discoveries? At this point, we simply do not know how effective PBL will turn out to be in practice.

< 出典 > 2017年 九州大学 前期



## 問題02

**Without the depth provided by the long-established courses of study in traditional majors, isn't it possible that interdisciplinary studies students will be too inexperienced to make deep connections and original discoveries?**

## 問題02

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付帶状況 分詞  
courses of study in traditional majors]>, isn't it possible  
is(n't) it possible  
that interdisciplinary studies students will be too  
that  
inexperienced to make deep connections and original  
to do  
discoveries?

## 問題02

Without the depth provided by the long-established courses of study in traditional majors, isn't it possible that interdisciplinary studies students will be too inexperienced to make deep connections and original discoveries?

### 【MAX模範解答】

伝統的な専門において長い歴史の中で確立された一連の研究によって与えられる深い知識がない状態で、学際的（横断的）な分野の学生は諸事象の深いつながりを探求し、独創的な発見をするには経験が不足しているということはないだろうか。

# READING TIME

動画を止めて、まずは黙読を1回、次に音読を1回しましょう。

**Will PBL be as effective a learning tool when students, such as undergraduates, have less shared background knowledge that they can draw on to solve problems? Without the depth provided by the long-established courses of study in traditional majors, isn't it possible that interdisciplinary studies students will be too inexperienced to make deep connections and original discoveries? At this point, we simply do not know how effective PBL will turn out to be in practice.**

## 問題03

There's a famous quote that says, 'If the human brain were so simple that we could understand it, we would be so simple that we couldn't.' If you look into the science of the brain and how it relates to intelligence, there's a strong element of truth in this aphorism. Our brains make us intelligent enough to recognise that we are intelligent, observant enough to realise this isn't typical in the world, and curious enough to wonder why this is the case. But we don't yet seem to be intelligent enough to grasp easily where our intelligence comes from and how it works.

< 出典 > 2019年 早稲田大学 文

## 問題03

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## 問題03

Our brains make us **intelligent enough to recognise** that we **make O C** **① ~ enough to do** are intelligent, **observant enough to realise** this isn't typical in the world, and **curious enough to wonder** why this is the case. But we don't yet seem to be **intelligent enough to** **② ~ enough to do** **③ ~ enough to do** **~ enough to do** **grasp** easily where our intelligence comes from and how it works.

## 問題03

Our brains make us intelligent enough to recognise that we are intelligent, observant enough to realise this isn't typical in the world, and curious enough to wonder why this is the case.

### 【MAX模範解答】

私たちは脳によって自分自身が知的であることを認識できるほど知的になることができ、それがこの世界では（他の動物にも）典型的ではないということを認識できるほどに観察的になることができ、そしてなぜそうなっているのかを不思議に思えるほどに好奇心旺盛になったのだ。



## 問題03

But we don't yet seem to be intelligent enough to grasp easily where our intelligence comes from and how it works.

### 【MAX模範解答】

しかし、私たちは自分たちの知性がどこから生まれ、どのように作用するのかを簡単に理解できるほどには知的にはなれていないようだ。

# READING TIME

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**There's a famous quote that says, 'If the human brain were so simple that we could understand it, we would be so simple that we couldn't.' If you look into the science of the brain and how it relates to intelligence, there's a strong element of truth in this aphorism. Our brains make us intelligent enough to recognise that we are intelligent, observant enough to realise this isn't typical in the world, and curious enough to wonder why this is the case. But we don't yet seem to be intelligent enough to grasp easily where our intelligence comes from and how it works.**

解答をダウンロードして自分でチェックしましょう

## STEP 2 & STEP 3

和文英訳    アウトプットチェック

<http://www.maxclassroom.net/onlinestudy.html>

The End

See you in the next lesson.

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